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ABSTRACT

Data gathered via random sampling from white, unmarried high school seniors (143 males and 158 females) in rural Louisiana were utilized to test the following hypotheses: (1) social origin will affect significant other influence; (2) social origin and significant other influence will affect educational plans and will be largely mediated through significant other influence; (3) social origin and significant other influence will affect both marital and fertility plans; (4) marital and fertility plans will be related to educational plans; and (5) sex will not affect significant other influence or educational plans but will affect marital and fertility plans. Survey responses were analyzed in terms of the following variables: Social Origin (father's and mother's education and major family income-earner's occupation); Significant Other Influence (encouragement from parents, teachers, guidance counselors, and friends and peer modeling); and Marital, Fertility, and Educational Plans. Results indicated: (1) the "modeling" mode of influence was especially sensitive to social origin factors; (2) there was agreement with prior research concerning the mediating role of significant other influence; (3) the effect of others was a crucial source of influence on educational plans; (4) there were no decidedly different processual variations between males and females. (JC)

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CAREER CONTINGENCIES AND THE FORMATION OF EDUCATIONAL PLANS: AN ANALYSIS OF WHITE ADOLESCENT MALES AND FEMALES IN RURAL LOUISIANA*

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CAREER CONTINGENCIES AND THE FORMATION OF EDUCATIONAL PLANS: AN ANALYSIS OF WHITE ADOLESCENT MALES AND FEMALES IN RURAL LOUISIANA

Introduction

A recent shift of interest in youth aspiration research has prompted several investigations of the processes through which males and females differentially formulate educational plans (Bayer, 1969a; Sewell and Shah, 1969a; Rehberg and Hotchkiss, 1972; Williams, 1972; Alexander and Eckland, 1974; Hout and Morgan, 1975). Following the theoretical underpinnings provided by the "Wisconsin Model" of status attainment, most of these studies have developed and tested a three phase theoretical model which links antecedent social origin factors to intervening significant other influences and finally to educational plans. However, with the relatively recent emphasis on sex-differences, and in particular, the heightened interest in females,[1] several authors (Psathas, 1968; Bayer, 1969; Alexander and Eckland, 1974; Falk and Cosby, 1975) have suggested the potential dynamics involved between certain additional career contingencies and the formation of educational plans. Two of the most commonly mentioned career contingencies are marital plans (desired age at marriage) and fertility plans (desired number of children). Although these two factors have been cited as largely female-specific, there has been little, if any, systematic research which has ruled out the importance of these factors for males as well. A defensible argument can be made that certain "trade-offs" or exchanges among these plans (i.e., marital, fertility and educational)

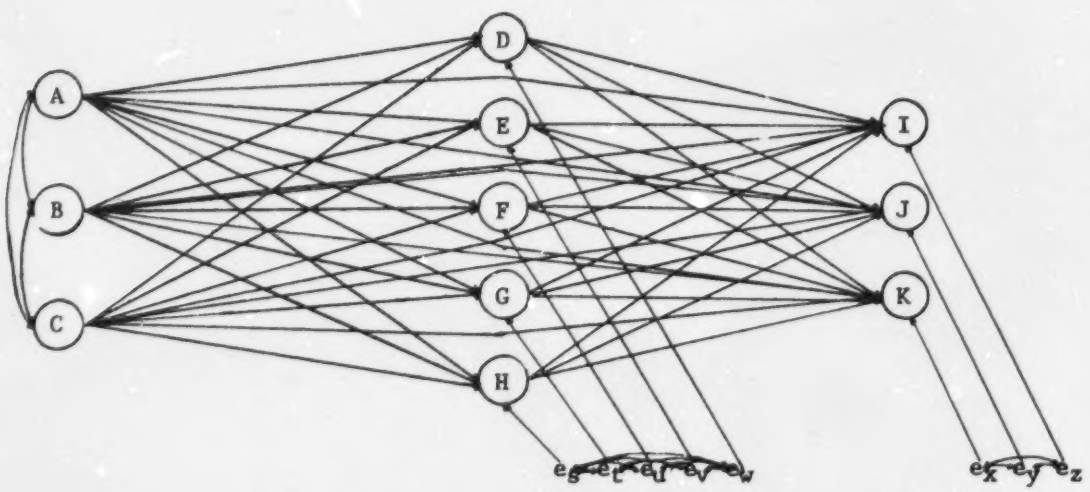
may have a significant bearing upon the formation of educational plans for both sexes. One commonplace example is the exchanging of any early desired age at marriage in order to pursue a higher educational goal. Of course, it could also be argued that the exchange may result in marital plans being the preeminent concern with educational plans being exchanged. A similar argument could be made for fertility plans.

In any case, this does not diminish the importance of social origin and significant other influences on the formation of educational plans. In fact, virtually all previous research concerned with the relationship between sex and the formation of educational plans has focused on these two factors.[2] Yet, a theoretical model which incorporates both the contingency variables as well as the more "traditional" factors of social origin and significant other influence has not been empirically tested. Partly, this is a result of the specification problem inherent in causal analysis (Heise, 1969; Schoenberg, 1972); but also it is a result of the historically recent emphasis on career contingencies and the influence of sex on this process. The present study was conducted with the intent of addressing these issues by: (1) developing a theoretical model of the formation of educational plans which includes career contingencies as well as social origin and significant other influence factors and (2) testing the model to assess the effect of sex on this process.

A Theoretical Model of the Formation of Educational Plans

The theoretical model to be evaluated is presented schematically in Figure 1. The variable specification basically follows that of

Figure 1. Causal Diagram of a Recursive Model for Estimating the Effects of Social Origin and Significant Other Influence on Marital Plans, Fertility Plans and Educational Plans[a]



[a]The variables are: A= father's education, B= mother's education, C= income-earner's occupation, D= perceived parental encouragement, E= perceived teacher's encouragement, F= perceived guidance counselor's encouragement, G= perceived friends' encouragement, H= close friends' college plans, I= marital plans, J= fertility plans, K= educational plans.

most research which has utilized a causal modeling approach to the study of educational plans. In addition though, the model concurs with the logic presented by Falk and Cosby (1975) and specifies marital, fertility and educational plans, all, as dependent variables, thus avoiding any predetermined causal arrangement. The effect of the three exogenous social origin variables on the three dependent variables is channeled through an intervening set of five significant other influence variables. Four perceived encouragement variables, along with a peer modeling variable, are included to address the "modeler-definer" distinction of significant other influence (Kelly, 1952; Merton, 1957; Herriott, 1963; Woelfel and Haller, 1971; Picou and Carter, 1976).

Review of Literature

The literature, with few exceptions, has supported the relationships as specified in the theoretical model. Several consistent findings can be extracted and summarized relative to the specific relationships involved in this process. One rather consistent finding, throughout the literature, has been that youth from higher social origins will receive a greater degree of significant other influence than will youth from lower social origins. Haller and Portes (1973:62) reason that a youth's social origin sets limits not only on the pool of significant others, but also on the nature of their orientations and expectations. Considerable support for this assertion is evidenced by

previous research (Sewell and Shah, 1968a; 1968b; Sewell et al., 1969; 1969; 1970; Woelfel and Haller, 1971; Carter, 1972; Rehberg and Hotchkiss, 1972; Alexander and Eckland, 1974; Picou and Carter, 1976). In addition, the same logic can be extended to the proposition that youth from higher social origin will be more likely to have close friends who are planning to pursue higher educational goals. Picou and Carter (1976) as well as others have provided support for this assertion. This basic finding seems to hold for males as well as for females. Addressing this issue, Alexander and Eckland (1974) noted that sex failed to produce a meaningful effect on peer's college plans, teachers' influence or parents' influence implying that a similar process is operating for both sexes.

A second rather consistent finding has been that the more significant other influence toward a specific educational plan, the more likely the youth will be to express a definite intention to pursue it. Viewed in this context, significant other influence becomes a mediating influence between social origin and educational plans. More so than perhaps any significant other group, the influence of parents on a youth's educational plans has received extensive analysis (Herriott, 1963; Rehberg and Westby, 1967; Sewell and Shah, 1968a; 1968b; Kandel and Lesser, 1969; Carter, 1972; Rehberg and Hotchkiss, 1972; Alexander and Eckland, 1974; Hout and Morgan, 1975; Picou and Carter, 1976). The direct positive relationship observed between parental influence and educational plans has, likewise, been found relative to the effect of teachers' and guidance counselor's influence (Carter, 1972; Rehberg and

Hotchkiss, 1972; Alexander and Eckland, 1974; Picou and Carter, 1976). A final source of significant other influence, and one which has also prompted considerable research is friends' influence. Virtually all existing studies have observed a moderate to strong positive relationship between educational plans and friends' encouragement--i.e., the "definer" mode of influence--as well as between educational plans and friends' college plans--i.e., the "modeling" source of influence (Herriott, 1963; Alexander and Campbell, 1964; Krauss, 1964; McDill and Coleman, 1965; Kandel and Lesser, 1969; Carter, 1972; Alexander and Eckland, 1974; Picou and Carter, 1976).

Relative to educational plans, Alexander and Eckland (1974) observed that sex produced only a trivial effect on educational expectations. Therefore, although the effect of significant others has been demonstrated to be a crucial source of influence relative to educational plans, sex does not appear important in predicting either significant other influence or educational plans. Stopping at this point would suggest that sex is a relatively minor, if not insignificant, consideration in the study of educational plans. However, several recent perspectives (Psathas, 1968; Bayer, 1969; Alexander and Eckland, 1974; Falk and Cosby, 1975), in contemplation of a female-specific process, have raised the issue of additional career contingencies which may indirectly alter status projections and subsequent attainment levels. Moreover, these career contingencies may be influenced by sex and may be differentially related to educational plans depending upon the sex under consideration. The empirical literature on such a relationship is scant; yet that which is available suggests that this may be the case (Bayer, 1969a; 1969b).

Hypotheses

The previous review of literature can be summarized as five hypotheses which are consistent with the theoretical model presented earlier.

Hypothesis 1. Social origin will affect significant other influence.

Hypothesis 2. Social origin and significant other influence in combination, will affect educational plans.

Hypothesis 2a. The effect of social origin will be largely mediated through significant other influence.

Hypothesis 3. Social origin and significant other influence, in combination, will affect both marital and fertility plans.

Hypothesis 4. Marital and fertility plans will be related to educational plans.

Hypothesis 5. Sex will not affect significant other influence or educational plans; yet it will affect marital and fertility plans.

Sample

Data being utilized in this study were taken from a larger investigation known as the Southern Youth Study.[3] A proportionate, stratified, random cluster sampling technique was utilized in 1972 to gather data from 301 high school seniors in rural Louisiana. For the purposes of this study, the sample was restricted to unmarried white youth--143 males and 158 females.

Operational Definitions

Social Origin Variables

The first three variables relate to a youth's social origin. Father's education, mother's education and the major family income-earner's

occupation were included as measures of social origin and were operationally defined as follows:

Father's Education (A) - Determined by the respondent's indication of highest school grade completed by his father. Responses were one of the following nine options.

1. Did not go to school
2. Grade 1-7
3. Eighth Grade
4. Some high school but didn't graduate
5. Graduated from high school
6. Went to vocational school after graduating from high school
7. Some college, but didn't graduate
8. College graduate (4 years)
9. Don't know

Mother's Education (B) - Operationalized in a manner identical to father's education.

Major Family Income-Earner's Occupation (C) - Determined by the response to the question--"What is the main job held by the major money earner of your home?" The specific occupations were coded according to the Duncan socioeconomic index (Duncan, 1961).

Significant Other Influence Variables

The second set of variables relate to significant other influences. Five measures were used and they were operationalized as follows:

Parental Encouragement (D) - Determined by a response to the following statement: "In general, have your parents:"

1. Strongly discouraged you from going to college.
2. Discouraged you from going to college.
3. Neither discouraged nor encouraged you about going to college
4. Encouraged you to go to college.
5. Strongly encouraged you to go to college.

Teachers' Encouragement (E) - Operationalized in a manner identical to parental encouragement.

Guidance Counselor's Encouragement (F) - Operationalized in a manner identical to parental encouragement.

Friends' Encouragement (G) - Operationalized in a manner identical to parental encouragement.

Peer Modeling (H) - Determined by a response to the following statement: "Are most of your close friends:"

1. Going to college
2. Getting jobs, probably not going to college
3. Going into military service

The last two options were collapsed, thus creating a dichotomous variable for analysis purposes.

Marital, Fertility and Educational Plans

The dependent variables in this research were classified into two groups. One of these was referred to as "career contingencies" and the other was educational plans.[4] Operationally, these variables were defined as follows:

Marital plans (I) - Determined by an open response to the question: "At what age would you like to get married?" The actual age reported served as the code.

Fertility plans (J) - Determined by an open response to the question: "How many children do you want?" The actual number of children reported served as the code.

Educational plans (K) - Coded as the response to the question "If you could have as much schooling as you desired, which of the

following would you do?"

1. Quit school right now.
2. Complete high school.
3. Complete a business, commercial, electronics, or some other technical program after finishing high school.
4. Graduate from a junior college (2 years).
5. Graduate from a college or university.
6. Complete additional studies after graduating from a college or university.

Findings

Hypothesis 1

The first hypothesis stated that social origin will affect significant other influence. Examing the path coefficients[5] points out that of the three hypothesized paths to perceived parental encouragement, only one--father's education--produced a statistically significant effect ($p = .203$), Table 1. The two remaining variables demonstrated only trivial influences on the dependent variable. Taken together, approximately 10% of the variation in the dependent variable was accounted for by the exogenous variables.[6]

None of the hypothesized paths to perceived teachers' encouragement were significantly different from zero and only 1.5% of the variation was explained by the predictor variables. Similarly, none of the social origin variables produced a notable influence on perceived guidance counselor's encouragement and only 2.5% of the variance was explained by the exogenous variables.

Income-earner's occupation demonstrated a highly significant influence on perceived friends' encouragement, although only approximately 6% of the variance in the dependent variable was accounted for by the predictor variables. Consistent with the finding of Picou and Carter (1976), the fifth significant other influence variable--close

Table 1. Standardized Regression Coefficients, Coefficients of Determination and Residuals for a Recursive Model of the Formation of Educational Plans (N=301).

Predetermined Variables[a]	Dependent Variables[a]							
	D	E	F	G	H	I	J	K
A	.203**	.032	.109	.030	.200**	.039	.012	.091
B	.086	.054	.019	.097	.186**	.031	.007	.039
C	.076	.031	-.012	.156**	.040	-.008	-.039	.061
S	-.112*	-.082	-.109	-.103	-.044	-.404***	.126*	.018
D						-.135*	.028	.193***
E						-.103	-.069	.079
F						.138*	-.013	.109
G						.001	.027	.186***
H						.068	-.036	.159**
R^2	.098	.015	.025	.059	.126	.190	.023	.320
Residual	.950	.992	.987	.970	.935	.900	.988	.825

[a]The variables are: A = father's education, B = mother's education, C = income-earner's occupation, S = sex, D = perceived parental encouragement, E = perceived teachers' encouragement, F = perceived guidance counselor's influence, G = perceived friends' encouragement, H = close friends' college plans, I = marital plans, J = fertility plans, K = educational plans.

*** $p \leq .001$

** $.001 < p \leq .01$

* $.01 < p \leq .05$

friends' college plans--had two highly significant paths leading to it. The strongest influence was produced by father's education, although only slightly overshadowing the influence of mother's education. Taken together, the exogenous variables accounted for almost 13% of the variance in the dependent variable.

Overall, although most of the path coefficients from the social origin variables were not significant, all but one were positively related to the significant other influence variables. Thus, the first hypothesis was not rejected, although previous research suggests a stronger influence than that which was found.

Hypothesis 2

The second hypothesis posited that social origin and significant other influence, in combination, will affect educational plans. None of the social origin variables demonstrated a notable effect on educational plans, yet three of the significant other variables produced a highly significant influence on the dependent variable. Consistent with most previous research, parents and friends exerted the strongest effect on educational plans. Perceived parental encouragement had the strongest influence ($p = .193$), followed by perceived friends' encouragement ($p = .186$) and close friends' college plans ($p = .159$). In total, 32% of the variation in educational plans was accounted for with all variables in the structural equation.

Another aspect of this hypothesis was concerned with the mediating influence of the significant other variables. It was found that one-third of the total effect of father's education on educational plans was indirect and was channeled through the significant other influence variables, with

the remaining two-thirds split between the direct effect and the common or correlated cause effects, Table 2. Likewise, almost 30% of the total effect of mother's education was mediated by the significant other variables yet over half of the total effect was attributable to spurious effects. Lastly, a little over 20% of the total effect of income-earner's occupation was channeled through the intervening variable set, with 28.5% of the influence due to the direct effect, and almost 50% of the influence due to common or correlated effects. In addition, it was found that the direct effect for each of the three social origin variables on educational plans accounted for less than 1% of the variance in the dependent variable, Table 2.[7]

Thus, the second hypothesis was not rejected. All of the influences were positively directed and, although previous research suggests stronger influences, the significant other variables were important in both mediating the total influence of the social origin variables and influencing educational plans.

Hypothesis 3

Hypothesis 3 stated that social origin and significant other influence, in combination, will affect both marital and fertility plans. Only two of the eight predictor variables (sex excluded) produced a statistically significant influence. While perceived parental encouragement demonstrated a notable inverse effect, perceived guidance counselor's influence produced a significant positive effect on marital plans. Overall, the direction of influence was inconsistent and the majority of path coefficients were trival.

Similarly, none of the paths to fertility plans were noteworthy and the direction of influence was inconsistent. On these bases, the third hypothesis was rejected; however, the conceptualization of the significant other variables was directed specifically at education and any influence on marital and/or fertility plans would be indirect.

Table 2. Direct, Indirect and Common-Cause Effects of the Social Origin Variables on Educational Plans

Variables	Zero-Order Correlation (Total Effect)	Direct Effect	% of Total	Direct Effect Squared	Indirect Effect	% of Total	Direct Plus Indirect	Common or Correlated Cause Effect	% of Total
Educational Plans (K), Father's Education (A)	r_{KA}=.278	p_{KA}=.091	32.73%	.8%	$p_{KH}p_{HA}+p_{KG}p_{GA}+p_{KF}p_{FA}+$ $p_{KE}p_{EA}+p_{KD}p_{DA}$=.092	33.09%	.183	.095	34.17%
Educational Plans (K), Mother's Education (B)	r_{KB}=.240	p_{KB}=.039	16.25%	.2%	$p_{KH}p_{HB}+p_{KG}p_{GB}+p_{KF}p_{FB}+$ $p_{KE}p_{EB}+p_{KD}p_{DB}$=.071	29.42%	.110	.130	54.33%
Educational Plans (K) Income-Earner's Occupation (C)	r_{KC}=.214	p_{KC}=.061	28.50%	.4%	$p_{KH}p_{HC}+p_{KG}p_{GC}+p_{KF}p_{FC}+$ $p_{KE}p_{EC}+p_{KD}p_{DC}$=.051	23.83%	.112	.102	47.66%

Hypothesis 4

The fourth hypothesis stated that marital and fertility plans will be related to educational plans. While for males, the zero-order and first-order partial correlations between marital and EDUCATIONAL plans displayed a statistically significant inverse relationship; for females, the correlations were highly significant and positively related, Table 3. As would be expected, a highly significant difference was observed between the sexes.[8]

The zero-order and first-order partial correlations between fertility and educational plans were trivial for both sexes and a significant difference was not found. Lastly, the multiple correlation between marital and fertility plans, in combination, and educational plans was significant for both sexes, although, no doubt, gaining most of its strength from the strong associations between marital and fertility plans. Therefore, that part of the fourth hypothesis concerned with the association between marital and educational plans was not rejected, while that part directed at the association between fertility and educational plans was.

Hypothesis 5

The last hypothesis posited that sex will not affect significant other influence or educational plans; yet it will affect marital and fertility plans.[9] Of the five significant other variables, sex produced a notable effect only on perceived parental encouragement ($p = -.112$), Table 2.

Table 3. Zero-Order, First-Order Partial and Multiple Correlations Between Marital Plans, Fertility Plans and Educational Plans by Sex of the Respondent

	Males	Females	Total
r_{KI}[a]	-.154	.367***	.093
$r_{KI.J}$[a]	-.164*	.369***	.091
r_{KJ}	-.012	-.026	-.024
$r_{KJ.I}$	-.059	-.046	-.011
$r_{K.JI}$	.164*	.359***	.095*

The variables are: K = educational plans, I = marital plans, J = fertility plans.

Probability r = 0

*** $p \leq .001$

** $.001 < p \leq .01$

* $.01 < p \leq .05$

Z test of difference between males and females for zero-order and first-order partial correlations

[a] $p \leq .001$

[b] $.001 < p \leq .01$

[c] $.01 < p \leq .05$

In addition, sex did not even approach significance relative to its effect on educational plans. However, sex demonstrated a highly significant influence on marital as well as fertility plans, Table 2. Thus, it appears that when career contingencies are not included, sex is not important in understanding the formation of educational plans. However, the indirect effect of sex via perceived parental encouragement and, especially, marital plans may be important. The fifth hypothesis was not rejected and basically followed the findings of Alexander and Eckland (1974).

Discussion

Overall, the findings lend support to the theoretical contention concerning the effect of social origin on significant other influence. In particular, the "modeling" mode of influence appears especially sensitive to social origin factors; more so than perhaps the encouragement (or "definer") mode of influence. In addition, the findings agree with prior research concerning the mediating role of significant other influence. That is, a youth's social origin is important primarily due to its effect on the type and degree of significant other influence. The effect of others was found to be a crucial source of influence on a youth's educational plan. Specifically, encouragement from parents and friends along with peer modeling demonstrated the most notable effects. Thus, in agreement with Picou and Carter (1976), the theoretical import of the "modeling" mode of significant other influence was supported by the findings.

With regards to the effect of sex on significant other influence, the findings basically agree with those found by Alexander and Eckland (1974).

That is, with the exception of parental encouragement, sex did not produce a notable effect on significant other influence or on educational plans. Thus, by excluding any consideration of career contingencies, the findings support previous research and suggest a rather similar process of forming educational plans operating for both sexes. Stated another way, no decidedly different processual variations exist between males and females concerning educational plans.

Yet, from this study, it can be concluded that the recent attention devoted to career contingencies is largely deserved. However, any notions about female-specific contingencies should be reconsidered. This is not to suggest that these contingencies are not important for females, but rather it is to suggest that they may be an important consideration for males as well. Differential "trade-offs" on exchanges among career contingencies and educational plans may account for crucial differences between the sexes. These differences may not appear in comparisons of social origin and significant other influence variables, thus leading some authors to conclude that males and females have very similar processes relative to the formation of educational plans. Differential socialization, while perhaps not inordinately favoring either sex relative to educational plans, may in fact result in divergent views about these contingencies which may indirectly affect educational plans. The findings from this study showed significant, yet very different, orientations toward desired age at marriage and its relationship with educational plans. Although the relationship between fertility plans and educational

plans was trivial for both sexes, it is very conceivable that the relevance of fertility plans may be more important later in life and marital plans may be the more preeminent concern at the present stage. Perhaps the interrelationship of these contingencies with educational plans would help account for the significant influence of sex on educational attainment observed by Alexander and Eckland (1974) as well as others. Further research is needed to address this issue. Another area deserving attention is the formation of career contingencies. With the exception of sex, the predictor variables in the theoretical model did not account for the formation of either marital or fertility plans.

In sum, the role of career contingencies is an important consideration in the study of educational plans and thus, warrants further analysis and investigation. Theoretical models and perspectives on the formation of these plans should incorporate the contingency factors to more fully understand and account for the dynamics involved in this process. Incorporating these contingencies with the already established social origin and significant other influence variables should enhance the study of the formation of educational plans.

Footnotes

[1]Falk and Cosby (1975) have noted that a male bias existed in most early status attainment (and thus aspiration) research.

[2]It should be noted that many of the early studies on sex and the formation of educational plans used direct comparisons of path coefficients to make inferences about differences between males and females. However, such direct comparisons, according to Schoenberg (1972) are problematic thus leading one to question many of the early findings. See Specht and Warren (1976) for a solution to this problem.

[3]The data are from Project 1231R of the Louisiana Agricultural Experiment Station and the United States Department of Agriculture CSRS Research Project S-81, "Development of Human Resource Potentials of Rural Youth in the South and Their Patterns of Mobility."

[4]The term "educational plans" was utilized because of the inclusiveness which the term suggests. The common distinction between aspirations and expectations (cf. Kuvlesky and Bealer, 1966) was avoided because although the questions employed to address this distinction were available for educational and fertility projections, they were not included for marital projections. Thus, it was difficult to say whether the question pertaining to marital projections was exclusively an aspiration or an expectation, if in fact, there was a distinction in the mind of the respondent. Therefore, all three were referred to as "plans" because the broadness of the term avoided the problematic nature of the age at marriage projections.

[5]Due to space considerations, zero-order correlations, means and standard deviations, along with correlated residual effects are presented in Appendix.

[6]The coefficient of determination (R^2) reported is inflated because sex is included in the equation.

[7]Squaring the direct effect yields the proportion of variance in educational plans which is uniquely attributable to the social origin variable (see Wilson and Portes, 1975; and Wright, 1934).

[8]To test for differences between the sexes among the zero-order and first order partial correlations, Z scores were computed. The correlations were transformed into Z scores thus facilitating the comparisons. See Blalock (1972), pp. 406-407.

[9]This hypothesis was largely a partial retest of the Alexander and Eckland study (1974). Following their lead, sex was included as a point-dichotomous exogenous variable to ascertain its effect on educational plans. Interaction effects were not computed; however, Alexander and Eckland did note that, at least in terms of increments of R^2, sex did not significantly interact with socioeconomic status relative to significant other influence and educational expectations.

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APPENDIX

Table 4. Zero-Order Correlations, Means and Standard Deviations of Variables in a Recursive Model of the Formation of Educational Plans: Total (N=301)

Variables[a]	A	B	C	D	E	F	G	H	I	J	K
A	--										
B	.516***	--									
C	.378***	.325***	--								
D	.271***	.216***	.173**	--							
E	.068	.081	.056	.305***	--						
F	.110	.072	.028	.420***	.503***	--					
G	.134*	.163**	.191***	.290***	.383***	.358***	--				
H	.309***	.302***	.173**	.237***	.246***	.305***	.341***	--			
I	.026	.042	-.024	-.037	-.022	.099	.040	.086	--		
J	.000	-.007	-.025	-.014	-.077	-.050	-.025	-.046	-.136*	--	
K	.278***	.240***	.213***	.396***	.315***	.358***	.394*	.371*	.093	-.024	--
Mean	4.611	5.130	37.641	3.894	3.983	3.953	3.598	.585	21.721	3.063	4.213
Standard Deviation	1.913	1.592	22.059	.903	.794	.867	.767	.494	3.162	1.627	1.376

[a]The variables are: A = father's education, B = mother's education, C = income earner's occupation, D = perceived parental encouragement, E = perceived teachers' encouragement, F = perceived guidance counselor's encouragement, G = perceived friends' encouragement, H = close friends' college plans, I = marital plans, J = fertility plans, K = educational plans. *** $p \leq .001$; ** $.001 < p \leq .01$; * $.01 < p \leq .05$

Table 5. Correlated Residual Effects for a Recursive Model of the Formation of Educational Plans: Total Sample

Variables[a]	D	E	F	G	H	I	J	K
D	--							
E	.287	--						
F	.378	.513	--					
G	.253	.372	.351	--				
H	.139	-.220	-.280	-.275	--			
I	-.000	.020	.015	.008	.041	--		
J	-.002	.000	.018	-.001	.001	-.095	--	
K	.023	.014	-.002	-.001	-.007	.077	-.000	--

[a]The variables are D - perceived parental encouragement, E - perceived teachers' encouragement, F - perceived guidance counselors' encouragement, G - perceived friends' encouragement, H - close friends' college plans, I - marital plans; J - fertility plans, K - educational plans.